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ABSTRACT

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the third grade reading minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

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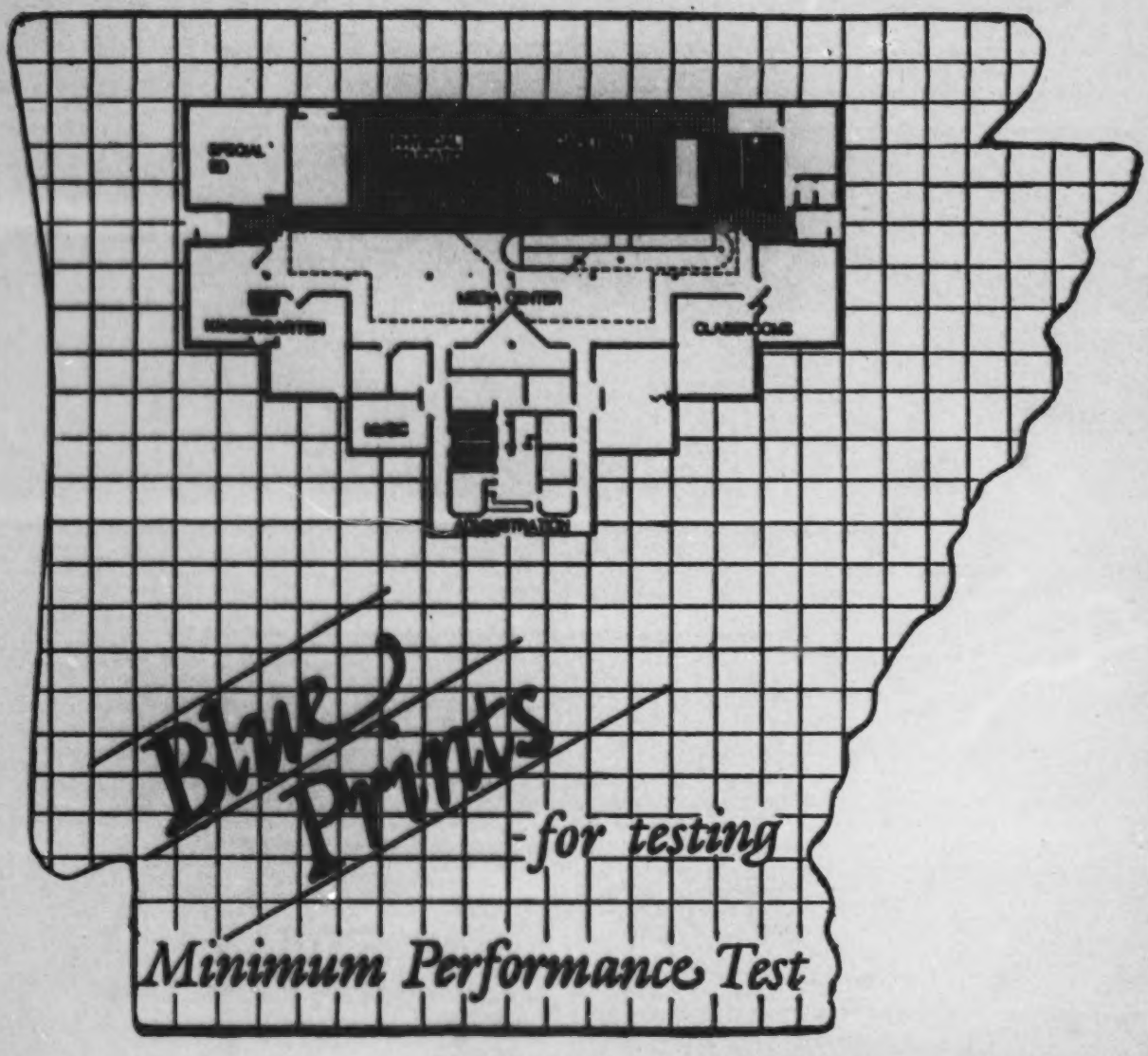

CS010047

Item Specifications

Reading
Grade 3

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INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

* *Objective Identification Number*
* *Grade Level*
* *Subject Area*
* *Goal Identification*
* *Skill Description*
* *Stimulus Attributes (Format, Content, Directions)*
* *Response Attributes (Format, Content, Directions)*
* *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question of incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may used these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is **NOT** teaching the test!

OBJECTIVE: 1.1

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Recognize all words on the Dolch Basic Vocabulary List.

STIMULUS ATTRIBUTES:

A. Format an oral presentation such as: Listen carefully. Choose the word that I say. (word, word)

B. Content word from the Dolch Basic Vocabulary List pronounced twice

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words from the Dolch Basic Vocabulary List listed vertically

B. Options correct response: the word the teacher says
distractors: words beginning with the same sound or letter as the correct response

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SAMPLE ITEM:

1. **Listen carefully. Choose the word that I say. (start, start)**

   A stop
   B some
   C small
   *__D__ start

OBJECTIVE: 1.3

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Identify the meaning of prefixes and suffixes.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined prefix (suffix) followed by an incomplete statement such as: The prefix (suffix) _____ means:

B. Content
1. vocabulary third grade or below
2. underlined prefix (suffix) from the following:

Prefix	Meaning	Suffix	Meaning
un-	not, lack of	-able	can be
re-	again	-er	agent, a person who
im-	not	-ful	full of, having
in-	not	-ly	in a certain manner
dis-	not, away	-ness	state of being
mis-	wrong	-teen	ten
pre-	before	-y	like, full of
non-	not	-less	without
en-	to make or cause to become	-fy	to make, cause to become
ir-	no, not, without	-ward	in the direction

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or groups of words listed vertically

B. Options
correct response: the meaning of the prefix (suffix) requested in the stimulus
distractors:
1. meanings of other prefixes (suffixes)
2. opposite of prefix (suffix)
3. meaning of the root word

SAMPLE ITEMS:

Read the sentence below; then answer question 1.

Rewrite your work neatly.

1. The prefix re means:

A never.
***B** again.
C cannot.
D do not.

Read the sentence below; then answer question 2.

The snake was harmless.

2. The suffix less means:

A in.
B like.
C full of.
***D** without.

OBJECTIVE: 1.4

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Demonstrate a knowledge of abbreviations.

STIMULUS ATTRIBUTES:

A. Format a boxed word preceded by a direct question such as: Which is the CORRECT abbreviation of the word below?

B. Content stimulus word from the following:

Jan.	January	Mon.	Monday
Feb.	February	Tues.	Tuesday
Mar.	March	Wed.	Wednesday
Apr.	April	Thurs.	Thursday
Aug.	August	Fri.	Friday
Sept.	September	Sat.	Saturday
Oct.	October	Sun.	Sunday
Nov.	November		
Dec.	December	Rd.	Road
		St.	Street
Mr.	Mister	Ave.	Avenue
Dr.	Doctor		
Mrs.	Mistress		

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four abbreviations of the same word listed vertically

B. Options correct response: the correct abbreviation of the stimulus word
distractors: incorrect abbreviations of the stimulus word

SAMPLE ITEM:

1. Which is the CORRECT abbreviation of the word below?

December

A Dr.
***B** Dec.
C Decb.
D Dece.

OBJECTIVE: 1.5

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Identify synonyms and antonyms in context and demonstrate knowledge of their meaning.

STIMULUS ATTRIBUTES:

A.	**Format**	a boxed sentence with an underlined word followed by an incomplete statement such as: In this sentence, (_____) means: or, The OPPOSITE of (_____) is:
B.	**Content**	vocabulary third grade or below
C.	**Directions**	Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A.	**Format**	four words listed vertically
B.	**Content**	vocabulary third grade or below
C.	**Options**	correct response: a synonym (antonym) of the underlined word in the stimulus sentence distractors: words which are not synonyms (antonyms) of the underlined word but which fit grammatically

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SAMPLE ITEMS:

Read the sentence below; then answer question 1.

> **The gentle wind made the leaves fall slowly.**

1. In this sentence, gentle means:

A cold.
B fast.
• C soft.
D angry.

Read the sentence below; then answer question 2.

> **Mary was sick with a cold.**

2. The OPPOSITE of sick is:

A ill.
B lazy.
• C well.
D asleep.

OBJECTIVE: 1.6

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Recognize and understand the irregular plural forms of such words as man/men.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed singular, irregular noun preceded by a direct question such as: Which is the plural of the word in the box?

Type 2 a direct question such as: Which word means only one (more than one)?

B. Content

Type 1 vocabulary third grade or below

Type 2 N/A

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four versions of the same noun listed vertically

Type 2 four nouns listed vertically

B. Content

Type 1 N/A

Type 2 vocabulary third grade or below

C. Options

Type 1 correct response: the correct plural of the stimulus noun
distractors: incorrect plurals of the stimulus noun

Type 2 correct response: the word which means only one (more than one)
distractors: words which mean more than one (only one)

SAMPLE ITEM: *Type 1*

1. Which is the plural of the word in the box?

child

A childs
B childes
* **C** children
D childrens

SAMPLE ITEM: *Type 2*

2. Which word means only one?

A mice
* **B** child
C geese
D children

OBJECTIVE: 1.7

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Extend the use of the contextual clues as an aid to word recognition.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word followed by an incomplete statement such as: In this sentence, (_____) means:

B. Content
1. vocabulary third grade or below
2. context clues but NO definition of the stimulus word

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or groups of words listed vertically

B. Content vocabulary third grade or below

C. Options correct response: the meaning of the underlined word as it is used in the stimulus sentence
distractors:
1. meanings NOT associated with the underlined word
2. opposites of the underlined word
3. other meanings for the underlined word

SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **The flowers will blossom in the spring.**

1. **In this sentence, spring means:**

   A to arise.
   B to start.
   C to run or jump.
   * **D** a season of the year.

OBJECTIVE: 1.8

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Apply the knowledge of phonetic skills to decode words.

STIMULUS ATTRIBUTES:

A. Format

Type 1 — a boxed respelled word preceded by a direct question such as: Which word sounds the SAME as the one in the box?

Type 2 — a statement such as: Choose the word that BEGINS (ENDS) with the same sound as (_____).

Type 3 — a boxed word with underlined letters preceded by a direct question such as: Which word has the same sound as the underlined letters in the word below?

B. Content

Type 1 — a one syllable respelled word with the same sounds as a legitimate word

Types 2 and 3
1. a one syllable word
2. vocabulary third grade or below

C. Directions

Types 1, 2, and 3 — N/A

RESPONSE ATTRIBUTES:

A. Format

Types 1, 2, and 3 — four words listed vertically

B. Content

Types 1, 2 and 3 — vocabulary third grade or below

C. Options

Type 1

correct response: the word that sounds the same as the respelled word

distractors:
1. words that do not sound the same as the respelled word
2. at least two words with the same beginning sound as the respelled word

Type 2

correct response: the word which begins (ends) with the same sound as the stimulus word

distractors: words which do not begin (end) with the same sound as the stimulus word

Type 3

correct response: the word which has the same sound as the underlined letters in the stimulus word

distractors: words which do not have the same sound as the underlined letters in the stimulus word

OBJECTIVE: 1.8 (cont.)

SAMPLE ITEM: ***Type 1***

1. **Which word sounds the SAME as the one in the box?**

kleen

A call
B close
•**C** clean
D crack

SAMPLE ITEM: ***Type 2***

2. **Choose the word that BEGINS with the same sound as <u>clap</u>.**

A cap
B carry
•**C** climb
D black

SAMPLE ITEM: ***Type 3***

3. **Which word has the same sound as the underlined letters in the word below?**

v<u>oi</u>ce

A maid
B need
•**C** noise
D please

OBJECTIVE: 1.9

GRADE 3: READING **GOAL: WORD RECOGNITION**

SKILL: Recognize and attach meanings to words changed by adding prefixes and suffixes.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word preceded by a direct question such as: Which is the BEST meaning for the underlined word in the sentence below?

B. Content
1. the underlined word with a prefix (suffix) from the Grade 3 list (See Reading Objective 1.4.)
2. vocabulary third grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words or phrases giving concise definitions similar to those found in a dictionary listed vertically

B. Content vocabulary third grade or below

C. Options
correct response: a meaning of the underlined word in the stimulus sentence
distractors:
1. words or phrases which do not define the stimulus word but which fit grammatically
2. opposites of the stimulus word

SAMPLE ITEMS:

1. **Which is the BEST meaning for the underlined word in the sentence below?**

Will Sue be able to recover her lost toy?

A dress up
• B get again
C give away
D lose again

2. **Which is the BEST meaning for the underlined word in the sentence below?**

Hurting the kitten was heartless.

A loving
B being happy
C full of kindness
• D without kindness

OBJECTIVE: 2.1

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Identify the main idea of a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as:

Type 1 What is the main idea of the story?

Type 2 What is the BEST name for the story?

B. Content

Types 1 and 2

1. maximum of 125 words
2. main idea (central thought) stated within the selection
3. vocabulary third grade or below

C. Directions

Types 1 and 2 Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four statements listed vertically

Type 2 four titles listed vertically

B. Options

Type 1 correct response: a restatement of the main idea of the selection
distractors: restatements of details from the selection

Type 2 correct response: the title that BEST describes the selection
distractors: titles based on details in the selection

Read the story below; then answer questions 1 and 2.

> **Fred was a bull with an unhappy tummy. Beyond his fence grew the tallest green grass he had ever seen. Fred was hungry. He hadn't eaten for one whole day. But he couldn't reach the grass. He searched for a hole in the fence but couldn't find one. Then he saw a yellow butterfly. Fred began to chase it. That was more fun than being hungry. It soon disappeared behind a large tree. Fred looked behind the tree and suddenly he forgot all about the butterfly. There behind the tree was a huge hole in the fence. Fred ran to make his tummy happy with the beautiful grass.**

SAMPLE ITEM: *Type 1*

1. What is the main idea of the story?

- •**A** Fred was hungry.
- **B** Fred could run fast.
- **C** Fred liked butterflies.
- **D** Fred liked to have fun.

SAMPLE ITEM: *Type 2*

2. What is the BEST name for the story?

- **A** Chasing Butterflies is Fun
- **B** Bulls Only Eat Once a Day
- •**C** Fred Makes His Tummy Happy
- **D** Butterflies and Bulls Can Be Friends

OBJECTIVE: 2.2

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Identify facts directly stated in a paragraph answering why, what, where, when, who and how.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question requesting why, who, what, where, when, or how information

B. Content
1. maximum of 125 words
2. selection with specific details relative to why, what, where, when, who or how
3. vocabulary third grade or below

C. Directions Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences listed vertically

B. Options

correct response: the information requested in the stimulus question

distractors:
1. other details stated in the stimulus selection
2. details related to or plausible but NOT included in the selection

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SAMPLE ITEM:

Read the story below; then answer question 1.

> **A peanut is not a nut at all. It is really a kind of pea. Peanuts do not grow on trees like other nuts do. Peanuts grow in the ground in warm, sandy earth. Their plants grow about two feet high and have yellow or brown flowers. When the peanuts are ready to eat, they must be dug up and dried. Then, to make them really good, peanuts can be roasted in oil and salted.**

1. Where do peanuts grow?

A in trees
B in water
C in clay dirt
*D in sandy dirt

OBJECTIVE: 2.3

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Identify the cause and effect relationship expressed in a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by an incomplete statement or a direct question requesting a cause and effect relationship

B. Content
1. maximum of 125 words
2. an account of an event or action with its stated cause and effect
3. vocabulary third grade or below

C. Directions Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences listed vertically

B. Options

correct response: a restatement of the cause or effect from the stimulus paragraph

distractors:
1. restatements of other details given in the selection
2. related information NOT given in the selection

SAMPLE ITEM:

Read the story below; then answer question 1.

> **No rain fell for four years in their country. Without rain the people could not grow food. They had to leave their homes and so did the animals. They all went to find a place where there was rain.**

1. The people left their homes because they:

A wanted to see rain.
B could not keep clean.
•C needed rain to grow food.
D wanted to stay with the animals.

OBJECTIVE: 2.5

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Read to prove a point.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by an incomplete statement or a direct question such as:

Type 1 Which sentence tells you ( )?

Type 2 From the story you can tell that ( ):

B. Content

Types 1 and 2

1. selection with a maximum of 125 words
2. at least one substantiated point in the selection
3. vocabulary third grade or below

C. Directions

Types 1 and 2 Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four sentences either from the selection or related to information found in the selection listed vertically

Type 2 four words or phrases either from the selection or related to information found in the selection listed vertically

B. Options

Type 1

correct response: the sentence containing the information that proves the point requested in the stimulus question

distractors:

1. sentences containing other information from the selection
2. sentences which are plausible but incorrect

Type 2

correct response: the word or phrase that proves the point requested in the stimulus

distractors:

1. other words or phrases from the selection
2. words or phrases which are plausible but incorrect

OBJECTIVE: 2.5 (cont.)

Read the story below; then answer questions 1 and 2.

> **Many children go to the zoo to see Charlie. Charlie is a brown bear. He can do tricks and he likes to put on a show for children. Charlie likes to throw a basketball through a round frame. He uses his nose and his front paws to throw the ball, and sometimes he even makes a basket. When that happens, Charlie jumps up and down, rubs his face, and shows his teeth. That is his way of clapping for himself.**

SAMPLE ITEM: *Type 1*

1. **Which sentence tells you that Charlie is playful?**

   A Charlie is a brown bear.
   B Children go to the zoo to see Charlie.
   C Children jump up and down when they watch Charlie.
   • **D** Charlie does tricks and likes to throw a basketball.

SAMPLE ITEM: *Type 2*

2. **From the story, you can tell that Charlie is:**

   A angry.
   B strong.
   • **C** playful.
   D friendly.

OBJECTIVE: 2.6

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Identify the sequence of events in a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question referring to sequence such as: What happened (FIRST, SECOND, LAST, etc.)?

B. Content
1. selection with a maximum of 125 words
2. a clearly stated sequence of NOT more than five events presented in chronological order
3. vocabulary third grade or below

C. Directions Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences which are either literal restatements of details or clear rewordings of details listed vertically

B. Options correct response: the word, phrase or statement showing the sequence requested in the stimulus question
distractors:
1. words, phrases, or statements of events from the selection but not in proper sequence
2. words, phrases, or statements of events NOT mentioned in the selection

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SAMPLE ITEM:

Read the story below; then answer question 1.

> **When Jane and Bill woke up Saturday, they heard strange sounds outside. They ran to the window. Leaves were flying everywhere. Jane said, "It's a great day to fly kites."**
>
> **After breakfast, they went outside with their kites. Bill ran with his, and it went up into the air. Jane looked up at the sky. She laughed. Bill's kite was flying in a tree.**

1. What happened FIRST?

*A Jane and Bill woke up.
B They ran to the window.
C Bill's kite was flying in a tree.
D They went outside after breakfast.

OBJECTIVE: 2.7

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Predict the outcome of a selection.

STIMULUS ATTRIBUTES:

A.	**Format**	a boxed selection with an unstated outcome followed by a direct question such as: What will probably happen NEXT?
B.	**Content**	1. selection with a maximum of 125 words 2. outcome implied 3. vocabulary third grade or below
C.	**Directions**	Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A.	**Format**	four words, phrases, or sentences listed vertically
B.	**Options**	correct response: the implied outcome requested in the stimulus question distractors: words, phrases, or sentences from the selection that are not probable outcomes and are not relevant to the implied outcome

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SAMPLE ITEM:

Read the story below; then answer question 1.

> **Jim and Tom were playing outside. All of a sudden it got dark at noon. The air was cold and the wind was blowing hard. The boys heard a loud bang in the sky. They were scared.**

1. What will probably happen NEXT?

- **A** The boys will run inside.
  B The boys will stay outside.
  C The boys will call for help.
  D The boys will go find friends.

OBJECTIVE: 2.8

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Distinguish between fiction and nonfiction.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which sentence tells about something that could really happen? or Which sentence tells about something that is make-believe?

Type 2 a selection in a box followed by a direct question such as: Which sentence tells about something that is make-believe? or Which sentence tells about something that could really happen

B. Content

Type 1 N/A

Type 2
a. selection with a maximum of 50 words
b. one reference to a real situation and remaining details impossible or vice versa
c. vocabulary third grade or below

C. Directions

Type 1 N/A

Type 2 Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 four sentences listed vertically

B. Options

Type 1 correct response: the real (make-believe) statement requested in the stimulus question
distractors: make-believe (real) statements

Type 2 correct response: the real (make-believe) statement from the stimulus selection
distractors: make-believe (real) statements from the stimulus selection

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SAMPLE ITEM: *Type 1*

1. Which sentence tells about something that could really happen?

*A The spaceship landed on the moon.
B Billy flew his bicycle across town.
C The bear sat at the table to eat his soup.
D Twink, the fairy, rode everywhere on a cloud.

SAMPLE ITEM: *Type 2*

Read the story below; then answer question 2.

> **Jane and Mary went to the beach to swim. The water was cold, but the sun felt warm. They had fun digging in the sand. They dug and dug until they reached the other side of the world. Then it was time to go home.**

2. Which sentence tells about something that is make-believe?

A The girls dug in the sand.
B The water at the beach was cold.
C Jane and Mary went to the beach to swim.
*D The girls reached the other side of the world.

OBJECTIVE: 2.9

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Recognize and attach meanings to pronouns.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed sentence with a pronoun missing preceded by a direct question such as: Which word BEST completes the sentence below?

Type 2 two boxed sentences, one containing an underlined noun or nouns and the other containing a blank, preceded by a direct question such as: Which word BEST takes the place of the underlined word(s)?

B. Content

Type 1 missing personal or possessive pronoun

Type 2 missing pronoun referring to the underlined noun or nouns

Types 1 and 2 vocabulary third grade or below

C. Directions

Types 1 and 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 four pronouns listed vertically

B. Options

Type 1 correct response: the pronoun which completes the stimulus sentence
distractors: incorrect pronouns

Type 2 correct response: the pronoun that replaces the stimulus noun(s)
distractors: pronouns that do not replace the stimulus noun(s)

SAMPLE ITEM: *Type 1*

1. Which word BEST completes the sentence below?

> **The girl works hard in school because _____ likes to learn.**

A it
B her
•C she
D they

SAMPLE ITEM: *Type 2*

2. Which word BEST takes the place of the underlined word?

> **Charlie threw the ball to Sam. Sam threw it back to _____.**

A he
B his
• C him
D them

OBJECTIVE: 2.10

GRADE 3: READING **GOAL: COMPREHENSION**

SKILL: Identify emotions and moods of characters.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by an incomplete sentence or a direct question requesting identification of an emotion or mood of a character

B. Content
1. selection with a maximum of 125 words
2. character(s) with clearly implied emotions or moods
3. vocabulary third grade or below

C. Directions Read the story below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences that describe emotions or moods

B. Options correct response: the word, phrase, or sentence expressing the emotion or mood requested in the stimulus
distractors: words, phrases, or sentences that do NOT depict the emotions or moods of the character(s) in the stimulus selection

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SAMPLE ITEM:

Read the story below; then answer question 1.

> **Alice and Greg always had a good time at the football games. They would cheer all through the game and talk and laugh all the way home. One game, however, a player on their team missed a pass, and their team lost the game. After the game, Alice and Greg didn't say a word.**

1. Alice and Greg were silent because they were:

* **A** sad.
B tired.
C happy.
D hungry.

OBJECTIVE: 3.1

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Identify the section of the dictionary where a given word is located (beginning, middle, end).

STIMULUS ATTRIBUTES:

A. Format a direct question such as: Which word is found closest to the (BEGINNING, MIDDLE, END) of a dictionary?

B. Content
1. dictionary sections:
   a. beginning = A-K
   b. middle = L-R
   c. end = S-Z
2. vocabulary third grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words, each beginning with a different letter, listed vertically in alphabetical order

B. Options
correct response: the word from the section of the dictionary requested in the stimulus question
distractors:
1. words in other dictionary sections
2. one distractor alphabetically near the correct dictionary section

---

SAMPLE ITEM:

1. Which word is found closest to the MIDDLE of a dictionary?

A friendly
B kitchen
* **C** monkey
D stone

OBJECTIVE: 3.2a

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Use the table of contents, glossary and index to locate information.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of a table of contents followed by a direct question requesting information from the table of contents

B. Content
1. a maximum of 10 entries, chapter headings, or story titles, with or without authors
2. question requesting beginning page, ending page, beginning story, ending story, chapter location, or author
3. knowledge of subject matter NOT necessary

C. Directions Use the table of contents below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, names, or numbers listed vertically in increasing magnitude if numeric

B. Options correct response: the word, phrase, name, or number(s) requested in the stimulus question
distractors: other responses from the same category as the correct response

---

SAMPLE ITEM:

Use the table of contents below to answer question 1.

Table of Contents

Wise Words 8
By Verna Woskoff

The Case of the Scattered Cards 11
By Donald J. Sobol

The Picnic 17
By Lassiter Wren

Peanuts 24
By Charles M. Shultz

1. Who is the author of "The Case of the Scattered Cards?"

A Lassiter Wren
B Verna Woskoff
* C Donald J. Sobol
D Charles M. Shultz

OBJECTIVE: 3.2b

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Use the table of contents, glossary and index to locate information.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of a glossary followed by a direct question or an incomplete statement requesting information from the glossary

B. Content
1. glossary with entry words, respellings, and definitions (some multiple meaning words)
2. questions requesting number of definitions, number of syllables, or definitions
3. knowledge of subject matter NOT necessary

C. Directions Use the glossary below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four definitions or numbers listed vertically in increasing or decreasing magnitude if numeric

B. Options correct response: the information requested in the stimulus question or incomplete sentence
distractors: other information from the same category as the correct response

---

Use the glossary below to answer question 1.

> **act (akt), 1. something done. 2. doing. 3. law.**
>
> **age (āj), 1. time of life. 2. grow old.**
>
> **airport (er' port), area used by airplanes to land and take off.**
>
> **ax (aks), tool used for chopping wood.**

1. An airport is:

A a tool.
B a time of life.
C something done.
•**D** used by airplanes.

OBJECTIVE: 3.2c

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Use the table of contents, glossary, and index to locate information.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of an index followed by a direct question requesting information from the index

B. Content
1. index with a maximum of 15 entries
2. questions referring to topics, page numbers, and other pertinent information
3. knowledge of the subject matter NOT required

C. Directions Use the index below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four responses from the stimulus index listed vertically in increasing or decreasing magnitude if numeric

B. Options correct response: the information requested in the stimulus question
distractors: other information from the index in the same category as the correct response

---

SAMPLE ITEMS:

Use the index below to answer questions 1 and 2.

Goat raising, 24-27, 30, 35
Gold, 10-17, 20; mining of, 19
Gold Coast, 36-40
Goose, 28-29, 31
Grain, 5-9

1. On what page or pages would you read about gold mining?

A 10-17
• B 19
C 31
D 36-40

2. What would you read about on page 19?

A Goose
B Grain
• C Gold mining
D Goat Raising

OBJECTIVE: 3.3

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Classify words.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four words from the same category in a box preceded by a direct question such as: Which word BEST tells about the words in the box?

Type 2 a boxed word representing a category preceded by a statement such as: Which words BEST tell about the word in the box?

B. Content

Types 1 and 2 vocabulary third grade or below

C. Directions

Types 1 and 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words describing different categories listed vertically

Type 2 four sets of four words representing categories listed vertically

B. Options

Type 1 correct response: the word best describing the stimulus category
distractors: words describing other categories

Type 2 correct response: the set of words describing the stimulus word
distractors: sets of words representing other or mixed categories

---

SAMPLE ITEM: *Type 1*

1. Which word BEST tells about the words in the box?

kangaroos	**lions**
cattle	**elephants**

A food
B people
C shapes
• **D** animals

SAMPLE ITEM: *Type 2*

2. Which list of words BEST tells about the word in the box?

size

A tall, weight, big, green
• **B** tall, weight, small, big
C dog, small, tall, weight
D small, apple, round, large

OBJECTIVE: 3.4

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Alphabetize words to the second letter.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which group of words below is in A-B-C order?

Type 2 a direct question such as: Which word comes (FIRST, LAST) in A-B-C order?

B. Content

Types 1 and 2 N/A

C. Directions

Types 1 and 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four sets of the same four words, all beginning with the same letter

Type 2 four words with the same letter listed vertically

B. Content

Types 1 and 2 vocabulary third grade or below

C. Options

Type 1 correct response: the set of words in alphabetical order
distractors: sets of the same words not in alphabetical order

Type 2 correct response: the words requested in the stimulus
distractors: other words beginning with the same first letter

---

SAMPLE ITEM: Type 1

1. Which group of words below is in A-B-C order?

*** A**
scare
season
shovel
simple

B
scare
shovel
simple
season

C
scare
season
simple
shovel

D
scare
simple
season
shovel

SAMPLE ITEM: Type 2

2. Which word comes FIRST in A-B-C order?

A price
B puzzle
C pitcher
*** D** pencil

OBJECTIVES: 3.5a and 3.5b

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Interpret information from charts, tables, graphs and maps.

STIMULUS ATTRIBUTES:

A. Format a boxed chart or table followed by a direct question requiring specific information from the chart or table

B. Content
1. chart or table with a maximum of six cells with at least two vertical and two horizontal cells
2. no mathematical computation required

C. Directions Uses the table(chart) below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format information from the chart(table) listed vertically in order of increasing magnitude or randomly if order is part of the stimulus

B. Options correct response: the information requested in the stimulus question
distractors: other items of related information from the stimulus table(chart)

SAMPLE ITEM:

Use the table below to answer question 1.

Town	Number of People
Amity	859
Ash Flat	524
Bigelow	373
Bono	967
Bradley	790
Caldwell	331

1. Which town has 373 people living in it?

A Bono
B Amity
• **C** Bigelow
D Caldwell

OBJECTIVE: 3.5c

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Interpret information from charts, tables, graphs and maps.

STIMULUS ATTRIBUTES:

A. Format a graph followed by a direct question requiring specific information from the graph

B. Content

1. types of graphs
   a. horizontal or vertical bar graph containing no more than five bars (bars NOT touching)
   b. line graph with up to twelve entry points
   c. pie graph containing a maximum of six sections
2. no mathematical computation required

C. Directions Use the graph below to answer question ( ).

RESPONSE ATTRIBUTES:

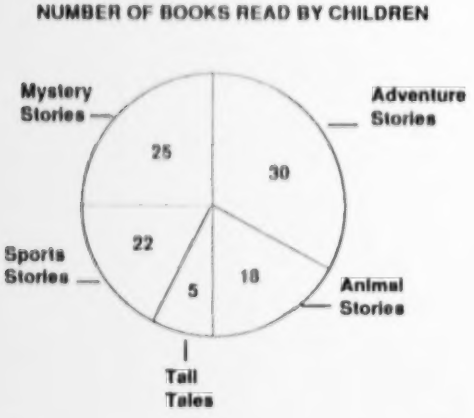
A. Format information from the stimulus graph listed vertically in order of increasing or decreasing magnitude if numeric

B. Options correct response: the information requested in the stimulus question
distractors: other items of related information from the stimulus graph

---

SAMPLE ITEM:

Use the graph below to answer question 1.



1. How many animal stories are read by children?

- **A** 18
- **B** 22
- **C** 25
- **D** 30

OBJECTIVE: 3.5d

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Interpret information from charts, tables, graphs and <u>maps</u>.

STIMULUS ATTRIBUTES:

A. Format a simple map followed by a direct question dealing with location, direction, most direct route, or specific legend symbol from the map

B. Content
1. map of a city, county, state, or country with a maximum of 15 entries
2. no more than five legend entries
3. direction symbol (N,S,E,W) included
4. <u>no mathematical computation required</u>

C. Directions Use the map below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four names, compass directions, or legend entries listed vertically

B. Options <u>correct response</u>: the information requested in the stimulus question
<u>distractors</u>: other items of related information from the stimulus map

---

SAMPLE ITEM:

Use the map below to answer question 1.

1. To get from Mena to Pine Bluff, which direction should you go?

A W
• B E
C S
D N

OBJECTIVE: 3.6

GRADE 3: READING **GOAL: STUDY SKILLS**

SKILL: Identify and use guide words to locate entry words.

STIMULUS ATTRIBUTES:

A. Format a pair of underlined guide words preceded by a direct question such as: Which word would be found on the SAME dictionary page as the guide words below?

B. Content vocabulary third grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four entry words listed vertically

B. Options correct response: the entry word found on the same dictionary page as the stimulus guide words
distractors: entry words not located on the same dictionary page as the stimulus guide words

---

SAMPLE ITEM:

1. **Which word would be found on the SAME dictionary page as the guide words below?**

honey - ink

A hear
B knife
* **C** hurry
D forget